

**Senate Education Committee
February 8, 2006**

- I. Discussion today:
 - a. DE High School Reform Proposal
 - b. Math/Science needs
- II. High School Reform History
 - a. State Board Priority – began in 2001
 - b. Community conversations
 - c. High School Team formed and issued report: “Foundation for Change: Focusing on Iowa High Schools - Rigor, Relevance, and Relationships”
 - d. Structured Comprehensive School Improvement grants to give more weighting to high school reform efforts
 - e. High school visits
 - f. Endorsed Rigor and Relevance document
 - g. DE efforts and prefiled bill reflect the needs expressed from the visits
 - i. Policy:
 - 1. Local control
 - 2. Strengthen local control through checks and balances – pay attention to the outcomes being produced rather than lots of processes and regulations
 - 3. No more unfunded mandates
 - 4. Fully fund Teacher Quality
 - 5. Develop curriculum models
 - 6. Provide financial incentives for teachers in hard-to-staff areas
 - 7. Maintain strong licensure requirements
 - ii. Technical Assistance
 - 1. Embed improvement efforts in CSIP/PD model
 - 2. Provide support to LEAs in curriculum
 - 3. Provide tools to help LEAs identify needs, data analysis, etc.
 - 4. Provide instructional and organizational models that improve teacher/student ratio
 - 5. 8th grade plans
 - 6. Disseminate information from community college/employability skills needed.
 - 7. Change college entrance requirements
 - 8. Provide models to help students succeed academically - AP, Dual Credit, behavior supports
 - iii. Promising Practices
 - 1. Expand work of High School Steering Committee
 - h. Prefiled bill
 - i. Place emphasis on a common school calendar in regional academies
 - 1. Barrier to sharing
 - a. Geographical distance
 - b. Calendar – proposing amending the code to allow the resident district for a regional academy to receive additional funding if the participating districts adhere to a common school calendar that at a minimum includes the same beginning and ending dates but is defined as also having similar day schedules– additional weighting for the host district would increase to a minimum of

- twenty and a maximum of 40. Currently the weighting stands at 15 minimum and 25 maximum.
- c. Cost – 6.1M in our offer – estimated the # of districts that could participate
- ii. Recruit/retain teachers in shortage areas
 - 1. Teacher shortage loan repayment
 - 2. Tuition and license fee reimbursement
 - a. Individual, already teaching, who obtains an endorsement in a shortage area
 - b. Not more than 200 teachers a year
 - 3. Annual award if employed in a shortage year beginning July 1, 2006. Currently employed teachers do not qualify – recruitment of new individuals into these shortage areas. Submits proof of employment by a school district – eligible for 5 years at a rate of \$5,000 1st year with a decrease of \$500 every year until the 5 years have expired. No more than 1 award per teacher and prorated if not teaching full time in the shortage areas.
 - 4. #s we are projecting between those eligible for retirement and those in the pipeline. (See HO)
- iii. Increase emphasis on AP classes
 - 1. Advanced Placement – efforts undertaken by the DE and Belin-Blank Center to offer online and train instructors – 6,047 students took at least 1 AP exam, up from 5,425 last year and 67 % scored 3 or higher - 8th in nation with % of students who take the exam and score 3+; nationally 60% score 3 or higher. Federal funds have provided the Online Academy – 300 accredited high schools are registered in 95 counties – 95% of the schools would be considered rural or small. 1,225 students have taken 1 of the 15 online or ICN courses in 04-05.
 - 2. Emphasis on rigor in high schools should include access to AP courses. Visits indicated that many parents and students are opting for dual credit courses offered through the community college system rather than AP. Need both. Dual credit has a financial incentive for a school district and a distinct advantage in parents opinions to provide a financial advantage in college tuition costs. Also have students who take the course but don't take the exam – no financial incentive to school districts to push for AP when there is no incentive and no guarantee that a college will accept AP credit. Thus – proposing that a supplemental weighting plan for AP exams be established. Two=hundredths per pupil is assigned for a student who takes the exam for the district to utilize to pay the exam costs and other costs associated with administration and delivery of the exam. Proposing \$800,000 for this incentive.
- iv. Provide support for implementation of the model core curriculum
 - 1. Development of model in LA, Math, Science
 - 2. Present to State Board in May
 - 3. Without training funds implementation will be difficult – requesting \$250,000 for implementation.
- v. Facilitate sharing of various operational functions within districts
 - 1. SSB 3101 – Provision of additional funding to increase student opportunities if sharing operational functions such as business management, human resources, transportation or operation and maintenance. Additional weighting is assigned for each discrete

operation shared but for no more than an amount corresponding to 10 additional pupils and no more than 40 if sharing more than one operational function.

2. Also believe that there should be funding to the AEA system to manage, coordinate, and promote sharing. Providing the leadership and support to school districts to engage and talk about the possibilities for sharing is absolutely crucial to start the conversations.